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El uso de las series de televisión para el desarrollo de las cuatro destrezas principales en el aula de ELE: Doctor Who, un ejemplo práctico

Autor/es

LÍA CILLERO IBÁÑEZ

Director/es

RAQUEL MATEO MENDAZA

Facultad

Escuela de Máster y Doctorado de la Universidad de La Rioja

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Trabajo de Fin de Máster

**The use of TV series to foster
the four main skills in the EFL
classroom: Doctor Who, a
practical example**

Autora

Lía Cillero Ibáñez

Tutora: Raquel Mateo Mendaza

MÁSTER:

Máster en Profesorado, Inglés (M04A)

Escuela de Máster y Doctorado



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ABSTRACT

Teaching and innovation are two concepts that nowadays cannot be separated. With the quick development of new technologies, teachers have always tried to integrate them in the classroom in order to offer their students a richer learning experience. One of those technologies is audio-visual material, which are films, flash stories, news and TV series among others. This kind of material offers the possibility to expose students to authentic input that will serve them to improve the four skills LOMCE and the CEFR establishes: written and oral comprehension and production. This is the main idea behind our proposal: to introduce TV series into the EFL Classroom in order to foster these skills. So as to do that we have selected the British TV series *Doctor Who*, which has an appropriate level for the students and will also help them learn more about English culture, work on transversal content, think critically, etc. We will do this through a communicative approach, which states that practice and the need to communicate are what makes learning happen. That is why we will complement the series' episodes with different activities that will help students develop these skills.

Key words: Innovation, EFL classroom, audio-visual material, TV series, Doctor Who, Communicative Approach.

RESUMEN

Hoy en día, la enseñanza y la innovación son dos conceptos que no pueden separarse. Debido al rápido desarrollo de las nuevas tecnologías, los profesores siempre han intentado integrarlas en la clase para así ofrecer a sus estudiantes una enseñanza más rica. Una de esas tecnologías son los materiales audiovisuales que son las películas, las *flash stories*, los telediarios y las series entre otros. Este tipo de material nos ofrece la posibilidad de exponer a los estudiantes a un input real que les servirá para mejorar las cuatro destrezas que establecen tanto la LOMCE, como el MCER: comprensión y producción oral y escrita. Y esta es la principal base de nuestra propuesta: la introducción de las series en la clase de inglés como lengua extranjera para desarrollar estas destrezas. Para conseguir esto, hemos seleccionado la serie británica *Doctor Who* que cuenta con un nivel apropiado para los estudiantes y, además, les ayudará a conocer mejor la cultura inglesa, a trabajar en contenidos transversales, a pensar de manera crítica, etc. Esto lo llevaremos a cabo a través de un enfoque comunicativo, el cual afirma que la práctica y la necesidad de comunicar son claves para que el aprendizaje tenga lugar. Por ello, además de emplear los episodios de la serie, crearemos diferentes actividades que ayudaran a los estudiantes a desarrollar estas destrezas.

Palabras clave: Innovación, Inglés como Lengua Extranjera, material audiovisual, series, Doctor Who, Enfoque Comunicativo.

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1. INTRODUCTION AND JUSTIFICATION

English is one of the mandatory subjects of the educational curriculum. As we know, LOMCE (2013) divides the content of this subject into four sections regarding the four skills: oral comprehension, oral production, written comprehension and written production. LOMCE (2013) also indicates that all of the skills should be practiced in order to master the language, but sometimes some skills (usually speaking or writing) are left aside. Therefore, our goal as teachers is to give each skill the same attention and to find a method to achieve that, which is not always easy.

However, thanks to the constant improvement of technology and its integration in the EFL classroom teachers have had help with this matter. At first, many teachers were suspicious about the benefits technology could bring into the learning of English. However, time has proven that students have improved their performance on the four skills thanks to different technological resources such as videogames, videos, films, DVDs and so on.

During this project we want to focus on the advantages that audio-visual materials bring into the EFL classroom. There are many researches that have confirmed that its usage has been effective for different things such as maintaining students motivated. This is one of the hardest problems an EFL teacher faces. Students can sometimes get distracted if we do not offer a refreshing or intriguing presentation of the language. However, audio-visual material can be a good resource to regain their attention for longer periods of time. Moreover, they are excellent sources of authentic input which will help students improve their oral comprehension and production and with the appropriate activities students will also improve their written production and comprehension.

Among all the different audio-visual materials at our disposal, TV series are gaining popularity in our society, especially among young people. Thanks to the several streaming platforms that have been appearing in the last years (HBO, Netflix, Amazon Prime...), students have had easier access to series and have become part of their daily entertainment. Moreover, with the appearance of these platforms the quantity of series that are created each year has increased. That is why we believe students will be more eager to learn through them. Another

reason is that TV series are usually very connected to the country's culture and that will help students learn more about it and certain expressions or idioms.

Taking all this into account, this project presents an innovation proposal whose aim is to introduce TV series within the EFL classroom in order to improve the four different skills that appear in the Baccalaureate curriculum: oral comprehension, oral production, written comprehension and written production. In order to work on these skills, we will use different activities designed around the series.

In spite of all the current offer of series, the study that we will develop within this project has selected *Doctor Who* as one of the most suitable series to be introduced in the EFL classroom. There are various reasons why we have selected this series, they are not only related to the entertaining feature of the series, but also to the adequacy of the linguistic and cultural content. We will explain these reasons in depth in a subsequent section of this project.

Therefore, in the following pages we will explain several aspects. First, we will focus on the main objectives of this proposal, on what we expect to achieve by introducing the series *Doctor Who* in the EFL classroom. After that, we will move on to the theoretical framework. Here we will explain the theoretical approach we have selected for this project, the usage of the ICTs in the EFL classroom, as well as the the different usages of audio-visual materials. Related to the theoretical framework, we have the state of the art. In this section, we will analyse other works related to the usage of TV series in language learning and explain what makes our proposal different. Then, we will expose our didactic proposal. Our goals here are to explain in depth our proposal, to justify the selected series and explain the activities developed. At the end we will discuss its benefits and the inconveniences of its practical application, if any, and draw some conclusions about this whole project.

2. OBJECTIVES

Throughout this project we are going to explore how audio-visual materials, more precisely TV series, can be introduced in the EFL classroom and the benefits they bring along.

In order to do that we will explain our didactic proposal, where we will introduce a TV series in the EFL classroom in order to work on the four skills established in the educational curriculum from LOMCE (2013): oral comprehension and production and written comprehension and production. The series we have selected for this purpose is the British series *Doctor Who*. Through this material we will create different activities that will help students work on the different skills. We believe that even though this kind of material is quite useful in itself, it would be better to complement it with some activities. The reason behind this is that students will get a chance to practice what they have learned by watching the episode and will memorize better all the element by using the language.

Apart from the main goal of this project, there are other specific objectives that we aim to achieve:

- Increase student's motivation through the implementation of *Doctor Who* as valuable audio-visual material.
- Engage students on the development of the different competences by mean of attractive activities.
- Identify student's reality into the EFL classroom by mean of day-to-day leisure material.
- Offer real and authentic input to the students through the use of TV series.
- Contextualize the English language so the students know when and how to use certain expressions.
- Expose students to different accents to make them aware of the various pronunciations there are.
- Help students become familiarize with English slang.
- Expose students to different aspects of the English culture.
- Develop their cultural interests (history, literature, art, etc.)
- Expose students to current events in order to foster their critical thinking.
- Give students role models to be better people in the future.

3. THEORETICAL FRAMEWORK

3.1. LOMCE and the CEFR

According to LOMCE (2013), English language should be taught focusing on the different skills associated to a language. This document divides the subject of English into four sections, namely, oral comprehension, oral production, written comprehension and written production. Some teachers dedicate more time to the development of some of these skills, leaving others aside. However, in order to fully master the English language, students should show proficiency in all of them.

Accordingly, we see that both the Common European Framework of Reference (CEFR) (2002) and LOMCE (2013) establish the same division of skills and argue that in order to be able to use a language correctly, you have to be able to express yourself both in oral and written form. Once the students have shown proficiency, to a certain extent, in these skills, they are catalogued in various levels. According to LOMCE (2013) the level the students obtain at the end of the first year of Baccalaureate can be measured by the standards of the CEFR (2002), which divides the levels into basic (A1-A2), intermediate (B1-B2) and advanced (C1-C2) (p. 36). At the end of this school year students will end up with a B1 level.

If we focus on the CEFR (2002), we see that it says that language students learn a new language as social agents. That means that they are expected to fulfil tasks, not just be able to use the language for a specific grammatical activity. Students are expected to do a task (sometimes not language related) by using their specific competences. Therefore, all the different skills are related, but that does not mean that the goals of each skill cannot be differentiated (Centro Virtual Cervantes, 2002, p. 9-10).

In the same pattern, we see that the curriculum established by LOMCE (2013) and the one set by the CEFR (2002) are quite similar. When it comes to comprehension in both written and oral form, the CEFR (2002) indicates that students with a B1 level should be able to understand the main ideas of a common topic; to understand specific content of a discourse; is able to follow a long intervention; to read simple texts about specific topics; to understand the description of feelings, facts and wishes; can read long texts and find the key information, etc. (Centro Virtual Cervantes, p. 68-14). Accordingly, LOMCE

(2013) establishes that students of 1st year Baccalaureate should be able to: identify main ideas and key information; to use the proper strategies to understand a text; to understand content of more specific texts; can read texts of certain complexity; can understand the description of interest, approval and admiration, etc. (p. 436-438). The same goes for the production of written and oral texts.

Other important thing that is mentioned in both the CEFR (2002) and LOMCE (2013) is the key competences. The CEFR (2002) talks about general competences and communicative competences. The general competences are related to their knowledge, skills, existential competences (their personal features and attitudes) and their ability to learn. The communicative competence is composed by the linguistic component (lexical skills, phonology and syntax), the sociolinguistic component (sociocultural condition in which language is used) and the pragmatic component (practical usage of linguistic elements) (Centro Virtual Cervantes, p. 11-14).

Similarly, we have the key competences that LOMCE (2013) establishes, which are: linguistic competence, mathematical and basic scientific and technological competences, digital competence, learn to learn, social and civic competence, initiative sense and entrepreneurship spirit and cultural awareness. As it is obvious, one of the most important competences is the linguistic communication competence. Here, students learn to use the language and interact with other people through communicative situations and structures. As we know, the language is quite related to the culture of a certain country. Therefore, students also put into practice their cultural awareness competence by learning about others' culture, customs or ideas. Linked to this, we have the social and civic competences, where students learn to show respect to other ideas, beliefs or realities.

Students are often encouraged to set themselves goals when learning and are assessed on their progress, which leads us to another competence which is the learn to learn competence. Apart from goals, students are also asked to fulfil tasks where their goal is to communicate or interact. Here students must face their learning process on their own, which foster their initiative sense and their entrepreneurship competence. Moreover, the learning of a new language also encourages the exchange and the better access to mathematical, scientific and

technological knowledge, which is other of the seven competence. The last competence is the digital competence. This one is quite important in our didactic proposal as we will expose students to audio-visual materials, more exactly to TV series. Therefore, students will be closely related to this competence and they will have to work on it. As we see these competences are related to those of the CEFR (2002): cultural awareness and social and civic competence has to do with the sociolinguistic components of the communicative competence; general competences are related to initiative sense and entrepreneurship spirit for example.

All in all, we have noticed that these two curriculums, the one from the CEFR (2002) and the other from LOMCE (2013), conclude that language should be learned taking into account the four different skills and the several competences we have mentioned above. Therefore, we will take into consideration these elements during the teaching process as we believe they are vital for the proper learning of the students.

3.2. Communicative language teaching

In order to work on the different skills and to put into practice the different competences, we believe that the best way to approach this is through communicative language teaching (CLT), a method whose main idea is to create the need to communicate in different situations and through different mediums. This method has been widely implemented since the 1990s as its main focus was on the student's ability to communicate. That is why, its main goal is to improve student's communicative competence. However, prior to that we must take into account the grammatical competence. This refers to the knowledge students have about the language when it comes to constructing sentences. By developing this competence alone, we cannot expect that students show proficiency in the skills and competences mentioned. Knowing the grammatical rules of a certain structure, does not allow you to communicate properly. That is why the communicative approach gives so much importance to communication. Through this competence, students learn how to use the language for different purposes and functions, modify their language accordingly to different situations, produce and understand different types of texts and to maintain the communication in spite of the lack of knowledge (Richards, 2006. p. 2-3).

Other thing that characterizes the communicative approach is that it focuses on the usage of language. Therefore, according to Richards (2006) CLT search for a way of integrating the grammatical knowledge with practice. That is why the CLT relies so much in practice through activities and in pair work (p. 4). The author also mentions several characteristics of CLT activities: they create a link between grammar and their ability to communicate, they create a need for students to use the language, they promote inductive and deductive grammar learning, they use content that relates to students' lives, they let the students apply what they have learned to their own lives and they usually make use of authentic materials to provide students with valid models of language and to keep them interested (Richards, 2006. p. 23)

As this approach is quite student centred, both the teacher and the learners acquire different roles. Here, students are more responsible of their own learning as they practice the things they have learned and help each other in the process through cooperative activities. And the teacher becomes a monitor and encourages students to use the language and not be afraid of making mistakes, as those mistakes will help them improve (Richards, 2006. p. p.4-5).

All in all, we believe that this method is the most suitable for our proposal because they create a real need for students to use the language. Through that situations, students must use the language in order to communicate and through it they learn grammar and vocabulary. Moreover, students get the chance to apply their knowledge to real life situations and adapt their language to any situation or medium.

3.3. The introduction of new technologies in the EFL classroom

When teaching English, teachers must be up to date to any technological advance. Technology is a great support for the work of the EFL teachers because they offer the possibility of presenting the content in different ways and improve the student's learning experience. According to Çakir (2006) teachers need to find that technology that is relevant and useful for a learning environment (p. 67). According to Al Mamun (2014) teachers know the importance of incorporating ICT in language teaching. Thanks to the easy access to computers, projectors and the like, teachers have it easier to bring innovation to the class (p.8).

As we know, there is a wide variety of technology that can be used by the EFL teacher. According to Al Mamun (2014) we could use Power Point presentations as a visual material. This kind of presentations, when properly designed, offer the students a more visual way of learning new content and can sometimes include audio-visual aids. Moreover, this kind of tool can help students to improve their communicative skills because it offers an aid to the speaker (p. 9-10).

Other materials mentioned by the author are pictures. They help to contextualized the content and make it more interesting and memorable. Moreover, they can be obtained quite easily thanks to the internet (Al Mamun, 2014, p. 9-11). Images are also useful because they bring the real world to the class and they are useful to attract the student's attention. Some of the advantages images provide is their flexibility, their variety and their availability. Moreover, when using images students understand better difficult words and it makes the process of learning more enjoyable (Mansourzadeh, 2014, p. 49-57).

Besides images there are other materials that can be considered visual, such as: chalkboard, projectors, flash cards, worksheets, printed materials, realia (real objects) and gestures or mime (Mansourzadeh, 2014, p. 52). Apart from these visual materials, Al Mamun mentions audio materials such as songs. This kind of materials creates a more relaxed and entertaining atmosphere encouraging students to speak more often. Moreover, they help them improve their listening comprehension through authentic input. (2014, p. 12-13).

There are other materials we would like to mention: games and videogames. According to Yolageldili & Arikan (2011), games have become quite popular for English learners because they provide a relaxed and fun environment and students can use the language in a creative and communicative manner in meaningful contexts. Moreover, games are not only enjoyable, they also promote competition among students. Learners are motivated to continue playing in order to find out who wins. Games also promote cooperation and focus on students' participation which leads to better performance (p. 219-220).

Finally, if we focus on videogames, Vahdat & Behbahani (2013) carried out a study that confirmed that the usage of videogames in the EFL classrooms improves vocabulary acquisition. Other authors, such as Schlimme (2002, as cited in Vahdat & Behbahani, 2013, p. 62) argues that videogames provide students with interesting contexts in which students discuss the outcomes to

understand some concepts; improves students' performance on the four skills and fosters critical thinking. Moreover, when playing videogames, students encounter new words that are crucial in order to continue playing, which improves vocabulary learning. In the same pattern, videogames have proven to be useful for language acquisition and oral and written comprehension, as well as for learning sub-skills such as vocabulary or pronunciation (DeHaan, 2005; Turgut & Irgin, 2009, as cited in Vahdat & Behbahani, 2013, p. 62-63).

3.4. Audio-visual material in the EFL classroom

During this project, we will focus on materials that combine both audio and video. Therefore, we will be talking about audio-visual materials. This kind of material is defined by Edmonson (2007, as cited in Williams Zambrano, Loor Fernández, Carrera Moreno, Véliz Robles & Congo Maldonado, 2018, p. 41-42) in the following words:

Audio-visual resources are works that involve image and/or sounds, which can be reproduced, integrated in a medium and it is characterized by the fact that: - its recording, transmission, perception and understanding usually require a technological device. – the visual and/or sonorous content require a lineal duration. – the goal is the communication of that content, not the use of technology for other purposes.

Audio-visual education appeared as a discipline in the 1920s. Due to technological advances, teachers started to introduce audio-visual materials inside the classroom. That way they had a more direct way of teaching complex and abstract content. Moreover, these materials reduce time and effort in the teaching practice due to students getting motivated by them. That creates a relaxed atmosphere where students retain better the information provided by the teacher (Williams Zambrano, Loor Fernández, Carrera Moreno, Véliz Robles & Congo Maldonado, 2018, p. 42)

Within the EFL classroom, this kind of materials help the students learn the language and keep them motivated when properly used (Çakir, 2006, p.67). Other benefits of audio-visual materials that Bahrani, Tam and Zuruidah (2014, p.1) stress are that they provide the students with authentic language input. When talking about authentic language, Taylor (1999) describes it as a material in

English that has not been produced for teaching purposes (as cited in Bahrani, Tam and Zuruidah, 2014, p.1). Another definition of authentic material is the one provided by García Arreza et ál. (1994, as cited in Álvarez Mennuto, 2009, p. 22):

The samples of language, either oral or written, that were originally produced for the communication between native speakers in a non-educational environment, and therefore, they are not graded in any way linguistically speaking, nor organized to show the use of a certain grammatical structure.

Moreover, the main characteristics of authentic materials are: spontaneous speech, colloquial language, incomplete sentences, autocorrecting, stuttering, etc. (Álvarez Mennuto, 2009, p.22).

According to Mansourzadeh (2014) audio-visual material offers the following values when properly used (p. 51-52):

- Lessen major weakness of verbalism.
- Humanize and vitalize subject matter.
- Provide interesting approach to new topics and give correct initial impression.
- Provide happy learning.
- Economize time in learning.
- Increase ability of retention.
- Aid in developing keen observation.
- Supply concrete material needed.
- Stimulate initiative of pupils in making materials.
- Stimulate creative responses in pupils.
- Provide the best substitute for real experience.
- Stimulate interest and aid in self-expression.
- Enrich and clarify instruction.
- Help in orienting the child to the world in which he lives

Continuing with their numerous benefits, Al Mamun (2014) explains that this kind of material can help the students with various skills. For example, when teaching listening, audio-visual materials provides enough exposure to non-linguistic features as well as to native speaker's accent. Moreover, thanks to the

technology we have today, listening materials can be easily found and downloaded. The author also mentions that using this material encourages and motivates students to participate, which helps students improve their speaking skills. When it comes to written production, students benefit from this material to create a more concise view of what they wanted to write. (p. 17-39).

It should also be mentioned that audio-visual materials offer the students the possibility to repeat it over and over again. Thanks to this, they are exposed to the same words and can memorize them more easily. Moreover, this allow they students not only to acquire new vocabulary, but also do create a fluent flow of speech (Lunin & Minaeva, 2015, p.270).

3.4.1. Video

This is the main product of all the audio-visual materials (films, TV series, Flash Stories, etc.). Video material was introduced in the EFL classroom in the early 1970s (Brown, 2010, p. 45). Its use has been increasing throughout the years because of the importance that the communication skills have acquired in the EFL classes (Çakir, 2006, p.68). Video shows the students how people interact in their own culture through different communicative situations. Moreover, it also keeps the students motivated, contextualizes the language and give the opportunity to experience authentic language, provides students with models for role-playing and rises awareness of other cultures (Çakir, 2006, p.68).

Çakir also mentions that as this kind of material is usually created for native speakers, students will benefit from authentic language input. He also says that due to the possibility of adapting the speed and pausing the video, they help the students focus on what is being said. They can increase their understanding with visual clues that the video provides: facial expressions, dress, gesture, etc. However, we must mention some of the disadvantages this medium has: the quality of the copy, the cost or the training of the teacher. The latter is quite important as video is a mere support for the teacher and she or he must be the one to guide the learning of the students (2006, p. 68).

According to Bajrami & Ismaili (2016) video can be easily introduced in the EFL classroom because they offer authentic material and draws the interest of the students. Moreover, we can extract videos from YouTube, which can help to establish a connection between the students and the English language as this

platform forms part of their day-to-day life. They also highlight that even a two-minute video can provide with hours of class work. They are of the opinion that video materials should be carefully selected taking into account the difficulty and the content, which usually are motivational factors. If correctly used, videos can improve not only their listening and speaking skills, but also their autonomy and proactivity (p. 503-504).

We would like to mention that Watkins and Wilkins (2011) highlighted the benefits of using YouTube in the EFL classroom. They said that this platform allows students to decide when and where to watch a video; it helps them with pronunciation; there is a wide variety of contents; can be used for improving listening and speaking skills; exposes students to different Englishes (varieties of the language English that can be found around the world) or to improve reading and writing (p. 114-117).

If we focus on the practical application of this kind of materials, Çakir mentions the following techniques that could be introduced in the EFL classroom (2006, p. 69):

1. Active viewing: students are asked to watch a video and then solve and specific task that has been presented beforehand.
2. Freezing framing and prediction: the teacher pauses the video and encourages the student to guess what will happen next.
3. Silent viewing: the teachers plays a video without the sound and leaves the students to predict what is happening on the scene.
4. Sound on and vision off: the teacher shows a video without the image and tells the students to explain the scene they are hearing.
5. Repetition and role-play: the teacher plays several times the scene (pausing and analysing it). Then students try to recreate the scene with as much vocabulary from the clip as possible.
6. Reproduction: afters watching a scene, students are asked to reproduce what the characters said, sum up the content of the scene or describe what happened.
7. Dubbing: students must fill in the missing dialogues by dubbing them.
8. Follow-up: after watching a clip, the teacher creates a debate around it.

Apart from these techniques, we should take into account what Ferrés (1988, p.75, as cited in Rocillo de Pablo, 2014, p. 27) says about the proper use of the video in the EFL classroom. He distinguishes three stages: first a contact and examination of the material prior to its introduction in the classroom, second the usage and reproduction of said material in the classroom and finally the activities designed to be done after the viewing.

According to Rocillo de Pablo (2014) we should bear in mind the difference between video and television. The former refers to a medium that is aimed either to an individual or a group, that offers the possibility of interacting with it and it is at anybody's reach. However, television refers to a mass communication media, which is continuously playing and anchored to a schedule (p. 22). However, nowadays it is quite easy to obtain something that has been broadcasted on television thanks to the web sites of several TV channels and platforms such as YouTube. Therefore, turning television into a sort of video.

As we have seen, the usage of video is also quite beneficial to the students. Moreover, it is quite easy to obtain and the contents are very diverse. The numerous benefits of this kind of material can also be applied to films and TV series because if we crop them we obtain short videos that can be used in the EFL classroom.

3.4.2. Subtitles in audio-visual materials

One of the greatest advantages that audio-visual materials offer is the possibility of adding subtitles. The usage of them helps students learn new vocabulary, when to use certain expressions and to construct correct sentences. Moreover, students improved their general knowledge of the foreign language, were motivated by its usage and learn new vocabulary of both formal and informal settings (Almeida, Costa, 2014, p.1236-1237).

With subtitles learners were able to better recognise and recall words or events. Similar to subtitles, we have captions which helps students to visualize what they are hearing. Therefore, subtitles proved to be useful to improve the understanding of the students and captions helped students to learn new vocabulary. Moreover, when we expose students to audio, video and text (subtitles), students distribute the load of comprehension, as there are three channels that complement each other (Frumuselu, 2015, p. 2).

Subtitles have also proven to create a relaxed atmosphere where students are more prone to receive and process the input. Several studies (Borrás and Lafayette, 1994; D'Ydewalle and Van de Poel, 1999; Perego, Del Missier, Porta and Mosconi, 2010, as cited in Frumuselu, 2015) have demonstrated that both subtitles and captions have been useful for students from different proficiency levels in certain areas. For example, captions increased the performance in syntax and vocabulary and subtitles help the students understand the film and recognised both subtitles and scenes (p. 3-4)

However, according to Lunin & Minaeva (2015) subtitles are less efficient than captions. The reason behind it is that subtitles allow students to better follow and understand what is happening on the screen, but it is harder for them to create a connexion between what is being said and the written text they see in their language. On the other hand, this situation does not take place with captions. Learners can easily correlate what they hear and read. Moreover, captions have proven to be quite succeeding as they improve student's reading comprehension, listening skills, phonetics, spelling and understanding of grammar. However, we must be careful with the audio-visual material we select because when students encounter too many unknown words, the effectiveness of captions decreases (p. 270-271).

Taking all these things into account, we can conclude that both subtitles and captions have proven to be quite useful for the student's learning process. Therefore, we should try to incorporate them, whenever possible, to the audio-visual material we use.

3.5. Main audio-visual materials used in the EFL classroom

Once we have become acquainted with the benefits that the audio-visual materials can bring into the EFL classroom, in this section we would like to review the most commonly used materials in the EFL classroom in recent years. We will also highlight its main benefits and the limitations found for each one of them.

3.5.1. *Films*

Moving on to films, there are several authors that have investigated the effects of using this type of material in the EFL classroom. One idea in which researches (Ismaili, 2013, p. 128; Safranji, 2015, p. 169) seem to converge is that films are interesting and motivating materials to introduce in the EFL classroom because of the combination of images and video and due to the topics they talk about. According to Safranji (2015), films also provide the students with paralinguistic features such as gestures, tone or facial expressions that will help students make sense of what is being said. The author also says that because of the authenticity of the topics portrayed in the film, students will not only be motivated, but they provide the EFL classroom with interesting materials for teaching listening comprehension (p. 169-170). Similarly, Ismaili (2013) believes that exposure to this real-life conversations and vocabulary will lead to an improvement of the students' comprehension and speaking skills (p.128). Brown (2010) suggests that using English speaking foreign films instead of native films offers different input such as native dialogue, cultural context and interesting content. She also mentions that through this material, the students can work on the 4 different skills: speaking, listening, writing and reading (p. 45).

There is another research that compared the benefits of using films besides textbook for developing pragmatic competence. This competence refers to the capacity of understanding communicative intent by interpreting the speech acts and sets. In textbooks there is a lack of natural conversational models, the speech is portrayed in an artificial way and they are not correctly contextualized. Therefore, making it difficult for students to develop their pragmatic skills. However, when we turn to films, we see that those problems do not exist and the students are more motivated. The conversations are natural, as they have been designed for native speakers and they are well contextualized because they show the relationship between participants, settings, social status and so on. Which proves that the usage of films is quite beneficial in this regard (Fernández Guerra & Martínez Flor, 2003, p. 17-31).

Moreover, when students are exposed to this kind of films, they discover the culture portrayed in them which is quite beneficial, commutatively speaking. They learn new structures, idioms and vocabulary. What proved to be the key to the

learning of the students of this new vocabulary, was not only the exposure to authentic oral language, but also the visual support. That help the students to identify the differences in meanings of several expressions. Taking this into account, she also noted that students tended to understand more easily animated films or those full of gestures or facial expressions (Brown, 2010, p. 46-47).

The benefit that films offer to the students is the exposure to different accents, slang, expressions, speech of non-native speakers, etc. (Bahrani, Tam and Zuruidah, 2014, p.2). Ismaili (2013, p.121) is much of the same opinion, as she says that films provide students with real language in authentic settings and in an English-speaking context. Moreover, having a visual support help the students to create mental images and draw conclusion from them and recall details (Keene & Simmerman, 1997, as cited in Ismaili 2013, p.123). In order to focus on those linguistic elements, Luque Agulló (2003) argued that if students where already familiarized with the plot of the film, they would pay them more attention and perform better. We wanted to mention this because it is a good example of integrating this kind of audio-visual materials and the benefits mentioned above in the EFL classroom.

Finally, we would also like to mention that films are good materials to expose students to moral and aesthetic values. We believe that because films usually make the viewer reflect on what has happened on the screen, which leads to students' improving their critical thinking. Therefore, in order to guarantee that we should select quite carefully a film that deals with current events of the students' reality (Martínez-Salanova Sánchez, 2003, p. 46; Martínez-Salanova Sánchez, 2015).

Films are rich materials in various senses and by using them we ensure the motivation of our students. However, even though we can play films through various mediums, we still have to pay for them or make the students buy them and make sure they are available, which is not always easy. But most importantly, films are too long to be used in class. Usually, they last around 2 hours, which means that the teacher will have to dedicate at least two full sessions to watch it. Then, if we want to do some activities related to the film, we will spend too much time on this and that will delay us with the subject programming, which makes films problematic material to work inside the EFL classroom.

3.5.2. *TV series*

Now we will talk about TV series, which is be the audio-visual material we have selected for our innovation project. Due to the popularity of TV series, many teachers have incorporated its usage in the EFL classroom. It is suggested that this kind of material helps students to improve their oral comprehension skill and also their speaking skills. However, in order for this to happen there should be a guided process behind it (Ching & Tchong, 2015, p. 46).

They are one of the best resources to be used in the EFL classroom for various reasons. Firstly, students are watching the same actors throughout several episodes. That helps students to get accustomed to the character they are portraying and their way of speaking, which leads to students wanting to see more. Secondly, they offer a stable but diverse content. Students see the character in different situation, but the way of proceeding of the characters is quite similar throughout the episodes. Thirdly, TV series deal with topics that are usually interesting to the students. Lastly, actor and therefore the characters they play act as “English teachers” for the students through their performance (Lunin & Minaeva, 2015, p.273).

According to Wang (2012) the reasons behind selecting TV series as a suitable material for the EFL classroom where the following ones (p. 219):

- TV series are originally created for native speakers. Therefore, the language that the students encounter will be more natural and authentic. Similarly, Wang (2014) argued that TV series provide students with rich input by combining audio, video and visual text in a multimodal setting (p. 3).
- If we use TV dramas or sitcoms, the situations that take place are usually familiar to the students, which helps them understand what is happening or even guess it.
- The content of TV series is usually more relaxed and entertaining so students will be motivated by it.

At the end of the study, the author concluded that TV series had really positive effect on student's vocabulary learning. Students commented that the images shown in the screen helped them memorize the words. Other thing that helped in

the process were the plots, events and the character's emotions. Moreover, as the TV series offered the possibility to be rewind, students could hear the words several times. That repetition also contributes to the learning process (Wang, 2012, p. 223).

There is another author that suggested the usage of video clips from TV series, instead of using a whole episode. The reasons behind this were that short clips better grab students' attention, motivate and interest the students, create a relaxed atmosphere, create memorable images, students want to know what will happen, help students memorize the content, etc. (Berk 2009, p. 2). However, we believe that it would be quite monotonous for the students to watch the same clip over and over again and they will end up losing interest on the activity. Moreover, if we extract a clip from a whole episode, we may lose the context, which is quite beneficial for the students to understand the language used and the situation that is being portrayed.

Be as it may, whether by using a whole episode or a selected scene, what is clear is that TV series are an excellent teaching material to be used in the EFL classroom. They combine all the benefit specific to them and those related to films, but in a shorter and more engaging format. Moreover, TV series are easier to come by due to the several streaming platforms there are such as Netflix, HBO, Amazon Prime, YouTube, Google Play and so on. But we would like to highlight its duration. Unlike films, TV episodes usually last between 30 to 50 minutes, which makes easy to watch the whole episode in one session, leaving enough time to work on the activities designed around the episode and to continue with the subject programming. One last thing we would like to mention, is that some TV series (*Doctor Who*, *Sherlock*, *Black Mirror*, *Love, Death and Robots*, among others) do not demand the viewer to watch the entire season, teachers can select an episode of their liking because they narrate an individual story, which is quite helpful to introduce them in the class.

3.5.3. Other resources

Other audio-visual material that can be used in the EFL classroom is Flash stories. This kind of material consists on short animated videos with subtitles. They are quite useful as they help the students establish a relation between the abstract word and a representation of it through images, which allows them to

acquire new vocabulary. Moreover, by using subtitles, students not only improve their listening comprehension, but also their reading comprehension (Mousavi, Gholami, 2014, p. 1274).

This kind of material can be found on platforms such as YouTube. Here for example, we have videos from the channel TED-Ed (TED Education) that introduce interesting topics to the classroom in a comfortable format and duration.

Related to Flash Stories we have Mass Media News because of their goal of informing the viewer about a certain topic. The usage of audio-visual News has proven to be beneficial for improving listening comprehension. Even though some of the utterances of the broadcasters are fast, with sufficient exposure to these materials students will get used to it and understand it. Moreover, students usually do not need prior knowledge when they are facing news. They can understand what is happening through the images and the utterances they hear. With this exposure, students will improve their speaking fluency thanks to the recycling nature of the vocabulary used in News and the fluent speech presented (Bahrani, 2011, p. 260-264).

According to Bahrani, Tam and Zuruidah (2014), news can help the students improve their listening comprehension thanks to the recycling nature of the vocabulary. Moreover, they introduce interesting and current topics in the class (p.2). Taking all this into account, we see that Mass Media is a great source of input for the students and we can incorporate them without the necessity of downloading a certain clip; we can just go to a certain website and stream the video we like.

In spite of their multiple benefits, we believe that these materials may not be as suitable as TV series for the EFL classroom. For example, Flash Stories are usually aimed for a younger audience, which translates into simple structures and vocabulary and perfectly rehearsed speech. Our purpose is to expose students to as much authentic input as we can, TV series tend to display speech as natural as possible (with pauses, stutters, different tones, etc.), whereas Flash Stories use a more “artificial” speech.

Then, when it comes to news, we have the same disadvantage as in Flash Stories, which is the “artificial” speech. But apart from that, there are other problems such as the fact that news sometimes deal with topics that may be too shocking for the students. Besides, in some cases, students may not understand

a story because of their lack of maturity. And finally, due to the seriousness of the information provided, the level of the structures and vocabulary used is usually too high and can be hard to understand for the students and difficult to apply in their practice.

4. STATE OF THE ART

As we have seen there are many audio-visual resources that can be introduced in the EFL classroom. However, there is one that has caught our eye which are TV series. In the previous chapter we have mentioned some of the benefits this kind of material brings to the EFL learning process. Now, we would like to explain different researches that have been done about it.

As very wisely Yang (2011) remarks the majority of the works regarding audio-visual materials in the EFL classroom refer to the usage of film, there are only a few researchers that propose using TV series to improve student's skills (grammar, vocabulary, speaking, listening, etc.). He also mentions that films and TV series are not the same types of media; the former has a longer duration and tell a complete story in that time and the latter develops a story throughout several episodes of shorter duration. In spite of this, teachers justify and use both films and TV series in the same way. Sherman (2003 as cited in Yang, 2011) argues that this kind of materials belong to a same category that she calls authentic video, which explain why its usage is quite similar and their activities interchangeable (p. 41).

Once we have said that we would like to expose several works that deal with the topic of TV series in the EFL classroom, this research has investigated its effects on different skills such as vocabulary acquisition, oral comprehension, oral production, etc.

Wang (2012) did a research about the usage of American TV Drama in vocabulary acquisition. For his research, he selected the American sitcoms: *How I Met Your Mother*, *The King of Queens* and *Reba*. The reasons why he selected sitcoms on all different genres were (p. 219):

1. The authenticity of the language that is used in them because it is something that has been created for native speaker.
2. As sitcoms usually portray situations that are part of everyone's daily life, it is easier for students to understand it or guess the content.
3. Sitcoms are usually more relax and entertaining so learner will not get bored.

According to Wang's (2012) research, students found that watching these sitcoms was pleasant and that even though at first they did not understand it all, they enjoyed it. This illustrates the motivating capacity of TV series or in this case sitcoms. Moreover, through the usage of sitcoms students were more aware of their process of vocabulary learning. They said that they created connexions between the meaning of a word and the story line and that subtitles help them retain and understand. Other thing that demonstrated this research is that this material helped students by providing an image that acted as context and the audio helps to reinforce that image. Here subtitles were also helpful when it comes to spelling and orthography. He concluded that sitcoms are a good source to be used in the EFL classroom for vocabulary acquisition (p. 221-223).

Following the pattern of the previous research, Frumuselu (2015) carried out a research to study the effect of using the sitcom *Friends* with subtitles or captions on informal and colloquial language acquisition. Her findings showed that subtitles were quite useful for incidental learning, whereas captions helped students with language acquisition and listening comprehension due to the visualization of words they are hearing. Moreover, TV series turned out to be rich sources of authentic input which helped students with their oral comprehension and production. They improved the fluency and spontaneity of student's oral production, although students sometimes could not use many of the expressions heard (p. 228-236).

Another research done by Ching & Tchong (2015) looked at the effects of using the sitcom *Modern Family* with or without subtitles on language comprehension. They specify that the sitcom will be used in order to practice translation exercises that will help students with their understanding. At the end of their study, they reached the conclusion that the usage of this sitcom improved several student's skills. Students were able to improve their language comprehension because they performed better and the quantity of translated texts increased at the end of the study. They also mentioned that the accuracy of the translations increased and the usage of dictionaries lowered thanks to the benefits of the sitcom (p.59).

Related to this, Wang (2014) carried out a research to see if subtitled TV series helped students in their listening comprehension and vocabulary acquisition. For this study, he used the American sitcom *Hannah Montana*. There were four groups: the first one watched the sitcom with L1 subtitles, the second with L2

subtitles, the third one with both subtitles and the last one without them (p. 10-16). At the end of his study, he concluded that the usage of this sitcom accompanied by subtitles (either L1, L2 or both) helped students with their process of vocabulary learning and their comprehension. This was not only thanks to the usage of subtitles but due to the integration of this kind of multimedia material that offered students a vast amount of authentic input (Wang, 2014, p. 55-56).

Similarly, Frumuselu, De Maeyer, Donche & Gutiérrez Colon Plana (2015) carried out a study in order to demonstrate that audio-visual materials (such as TV series) facilitate the improvement of foreign language skills and that the usage of either L1 or L2 subtitles support incidental vocabulary acquisition. When they talk about incidental learning they refer to the unconscious acquisition of new words. In order to investigate this, they used the American sitcom 'Friends' (p. 4-6).

The conclusions drawn from this study were (Frumuselu, De Maeyer, Donche & Gutiérrez Colon Plana, 2015, p. 9) that the usage of L2 subtitles was more beneficial to students than L1 subtitles when it comes to incidental vocabulary acquisition; that those students who were exposed to authentic audio-visual materials improved their lexical learning and that students of any proficiency level benefited from the exposure to TV series with captions even with only one viewing.

On the other hand, Sert (2009) carried out a study regarding the use of hyperbole in interactions in the British TV series *Coupling* (a sitcom) and its effect on interactional competence in the EAL classroom. He concluded that using this kind of material (when carefully selected video clips and transcripts are used) serve the students to contextualize interactions, to see real life settings, familiar problems, hear different accents, etc. Therefore, if we use this in the classroom, that will raise student's interactional awareness that will led to better performance (p. 42-44).

Yang (2011) investigated how Chinese college students made sense out of English films and TV series. He concluded that this type of material was useful to improve students' linguistic competence, communicative competence and cultural awareness. Moreover, they serve as a tool to develop students' intercultural communicative competences. In order to develop this the teacher

must select appropriate clips that will develop learners' knowledge, attitudes, skills and abilities (p. 233).

Related to vocabulary acquisition, Silvia (2013) did a research on the acquisition of politeness strategies in closing conversation through the usage of TV series. For her study, she used two American sitcoms *Friends* and *Sex and the City* and two American police series *NCIS* and *Bones*. The reason behind this selection was the close relationship between the characters and the contrast between formal and informal environments (p. 7). At the end of her study, she concluded that TV series were a good source for politeness strategies, which could be used by the learners to improve their language skills by using the strategies portrayed in this series according to each situation (p. 14).

In the same pattern, Cabrales & Rojas (2013) carried out a research on the use of TV series in order to learn non-standard language. For their research, they used two American sitcoms: *The Big Bang Theory* and *Modern Family*. They selected these two sitcoms because of the amount of slang expressions, idioms and proverbs and they complimented them with original activities. They concluded that this type of material is useful for students to learn non-standard language due to the authenticity of the material, which will lead to the improvement of students' skills and fluency (p. 64-65).

When it comes to language comprehension and production, Kung (2013) did a research on using the TV series *Gossip Girl* to improve students' listening and speaking skills. He arrived at the conclusion that TV series are a good source of authentic material which helps students improve their listening and speaking competence as long as they pay close attention to it. Moreover, its usage has also shown that students were more motivated during their learning process, which led to better results (p. 133).

Taking into account all the researches previously mentioned, we see that TV series are indeed good materials to be used in the EFL classroom for different things such as vocabulary acquisition, speaking, listening, etc. We have also noticed that most of the researchers utilized sitcoms, either American or British. They justified their selection due to the short duration of the episodes (between 20 and 25 minutes), the common situations portrayed in them and the great amount of colloquial language, slang and expressions. However, there was only one research (Silvia, 2013) that selected other type of TV series besides sitcoms.

The reason why she selected them was that the characters had a close relationship which portrayed situations where polite expressions were used both in formal and informal settings, not because of the content in itself.

During this project, we will be working with a TV series, which unlike the ones used in previous researches is not a sitcom nor a police TV show. The series we have selected is a British TV series called *Doctor Who*. This series narrates the adventures of a time traveller, therefore introducing students to different places and character from the English culture. Moreover, the series' episodes last around 40 minutes each and narrates individual stories that are integrated in the season's story.

There are several reasons why we have selected this series which are:

- *Doctor Who* is suitable for all audiences, which translates into level appropriate conversations and vocabulary.
- Due to the adventure nature of the series, students will be highly motivated and will want to know what happens next.
- As the main character encounters different people from different places and time, students will be exposed to various accents and expressions of each period of time.
- The series is closely related to the culture of the United Kingdom, which will improve students' cultural awareness competence.
- Through it you can work on transversal contents (something that other authors have not worked on) such as literature, history or art.
- Finally, the series tries to establish patterns and role models for the viewers by dealing with social topics (such as the LGBT+ community, war, feminism, etc.). That will help students with their civic competence.

Therefore, we will develop a didactic intervention based on the British TV series *Doctor Who* due to the benefits just mentioned. We want to show that this kind of audio-visual material is useful for the EFL classroom since students will improve their oral production and comprehension as well as their written skills, thanks to the amount of authentic input they are exposed to and the engaging activities designed for them.

5. DIDACTIC PROPOSAL

During this section, we will talk about several topics. First, we will give a justification for our didactic proposal and explain how this proposal can be easily integrated in the curriculum established by LOMCE (2013). Then, we will focus on the participants and the materials that would be used. After that, we will give several reasons why we have selected *Doctor Who* as the series to be implemented in the classroom. Once we have done that, we will focus on the methodology that we will use and the activities we will develop. Finally, we will explain how we would assess all this material and offer several curricular adaptations so it will be useful for the different needs of the students.

5.1. Justification and legal frame

According to the curriculum established by the LOMCE (2013), in order to master the English language students must practice and show proficiency in the four skills. We believe that by introducing audio-visual materials into the EFL classroom we would be able to guarantee the development of these skills and grab the students' attention.

According to LOMCE (2013), the English curriculum is divided into four sections that correspond to the four skills. These sections are: oral comprehension, oral production, written comprehension and written production. Besides these sections, the curriculum establishes that students should put into practice the seven key competences.

Taking into account both the skills and the competences that LOMCE (2013) establishes, we believe that our proposal will be in consonance with that. First of all, we will constantly make students work on their digital competences as they will watch a TV series and will have to work on several activities related to it. Moreover, one of the most important reasons why we have decided to introduce TV series inside the EFL classroom is because students will be constantly exposed to rich and authentic input that will boost their performance when it comes to the linguistic communication competence. Therefore, students will see the benefits on their performance on the four skills (written and oral production and comprehension).

Indeed, language and culture are closely related. Therefore, by introducing this TV series into the classroom students learn about customs, beliefs, ideas and so on because series are perfect examples of a country's culture. But they do not only become aware of them, they also learn to respect them and to know how to become better people for the future.

During our proposal we will expose students to TV series episodes and we will ask them to fulfil some activities related to them. Therefore, they will be learning by doing, by achieving goals, which will foster not only their initiative sense and their entrepreneurship spirit, but also their mathematical, technological and scientific thinking and their learn to learn competence.

Besides working on all the elements established on the curriculum, we believe that introducing TV series in the EFL classroom will bring other benefits. To begin with, they will be a motivating element for the students. Sometimes, it is quite hard to maintain students' attention throughout the lesson, but by giving them something new and authentic, we will guarantee that.

One of the most important things is that series offer the students the possibility to watch real-life situations and interactions, different accents, common expressions, slang, etc. Thanks to that input, students will better perform in the four skills and will also help them to put into practice the seven key competences.

Taking all this into account, we propose the introduction of the British TV series *Doctor Who* alongside various activities designed to make students work on all the aspects we have mentioned earlier. We believe that the usage of this kind of audio-visual material with activities related to it, will have beneficial effects on the students.

5.2. Participants

For our didactic proposal we have decided to focus on students of the first year of Baccalaureate. The reasons why we have decided on this level are that students are mature enough to understand some of the social topics that are portrayed on the TV series. Also, they have the linguistic skills that will allow them to understand the episodes and the activities designed. Other thing to be taken into account is that they are quite familiar with the English culture, as well as with some of their customs, characters, expressions and so on, which will help them during the viewing of the episode and the development of the activities. As we

know, critical thinking is key at this stage and by watching the episodes and the situations portrayed they will improve it. And finally, students at this age are very interested in TV series and watching an episode will not be an effort for them.

5.3. Materials

For this didactic proposal there are several materials that we will be needing. First of all, we will need a computer, a projector and speaker in order to play the episodes we have selected from the TV series *Doctor Who*. If we focus on where to find the episodes we will be using for this didactic proposal, there are several mediums for it. We can use streaming platforms such as Netflix, Amazon Prime, Google Play for this matter. However, these platforms tend to change their catalogue quite often and sometimes some of its content is not available for different countries. That is why we recommend to purchase the DVD through online sites such as Amazon. You have all the season from the series *Doctor Who* and they are not expensive.

Once we have the episodes at our disposal and all the necessary equipment to show it, we need to develop some activities. For that we will be using, mainly, Canva, which is an online tool that allows you to create any type of content you like. Besides this, we will also use Genial.ly, which is another online tool quite similar to Canva but it features a more interactive content.

These will be the main materials we will be needing, but we can also include the usage of printed sheets for the material created online and the blackboard or whiteboard in order to solve any doubt the students may have.

5.4. *Doctor Who* as a referent of the English language and culture

As we have previously mentioned, for our didactic proposal we have decided to use the British TV series called *Doctor Who*. Before going on about the reasons why we have selected it, we wanted to provide some background. This series has been on air since 1963, although there have been some pauses along the way. We are going to use episodes from the reboot that took place in 2005. This series narrates the adventures of “The Doctor” a Time Lord that travels through space and time in his time machine called the TARDIS with companions he meets along the way. One of the main characteristics of the series is that the character of the

Doctor changes throughout the seasons. Up to this date, there have been 11 seasons and 5 actors/actresses have played this character. We find this quite interesting as each Doctor has different personalities and accents, which translates to rich input for the students.

Other thing that characterizes *Doctor Who* is that its episodes narrate close stories. That means that the students do not need to watch the entire season or series in order to understand what is happening on the screen. We believe this a great advantage because the teacher can easily play one episode in a session and have enough time to carry on with the activities and the programming in the following sessions.

Now, we would like to focus on the main reasons why we have decided to use this TV series which are:

- Logistic reasons: episodes are short (they last around 45 minutes) and they narrate an individual story, although they are inserted in a bigger plot. Moreover, the genres of the series are adventure and thriller, which will grab students' attention and keep them interested (unlike other TV series such as *Downton Abbey*).
- Linguistic reasons: throughout the series students' will be exposed to different accents (British, Cockney, Scottish, etc.), to real situations, to courtesy structures, colloquial language, language adapted to different situations and so on.
- Transversal reasons: as the main character travels through space and time, students' will become familiarize with different aspects of the British culture: famous writers, places, customs, painter, etc. They will also be exposed to several social themes that will help them practice their critical thinking.

As we have mentioned, we would select some episodes for this proposal. We have decided to use three, which are titled: *The Unicorn and the Wasp* (Season 4, episode 7), *The Zygon Inversion* (Season 9, episode 8) and *Robot of Sherwood* (Season 8, episode 3). The main reasons why we have selected these three episodes are that the first one focuses on the figure of Agatha Christie, which is more related with culture, the second one focuses on the subject of war, a more social topic and the final one, as it is centred on the figure of Robin Hood, is related to ethical topics, culture and history. We believe the first one will help them

become familiarize with this character, how England was during the 1920s, the courtesy rules, some specific expressions, etc. The second one will help them reflect on the subject of war and its consequences, become acquainted with commonly used expressions, accents, etc. And the last one will help them to know more about Robin Hood, Medieval English history (due to the figures of King Richard the Lionheart and King John) and the speech used during that period, as well as reflect on the morality of the acts done by Robin Hood.

5.5. Methodology

Now that we have selected the episodes, we would like to focus on the methodology we will be using in order to implement them in class. One of our main goals is to promote students' initiative and entrepreneurship spirit, that is why we want to apply a student-centred approach. We believe that students learn better when the teacher only guides them by providing the necessary instructions and they are the ones using the language.

In order to make students use the language, we are going to use a communicative methodology. As we have mentioned before, the main characteristic of this approach is that it focuses on the communicative competence. Therefore, students will put into practice both written and orally the grammatical structures they have learned during the semester. As this approach tries to make students use the language in order to communicate ideas, the best way to do that is by designing some activities. By doing them, they do not only revise and consolidate their previous knowledge, but also learn new things. We must be careful when developing the activities and adapt them to the students' level in order to ensure their learning. However, the main reason why we have selected this approach is that CLT is closely related to practice and so it tries to help learners to use and understand the language in different situations and mediums.

As our proposal is centred on the usage of TV series as a way to expose students to rich and authentic input, it is clear that a communicative approach would help us in our intent. That way we ensure that students receive as many exposure to real-life usage of language. In order to use TV series, we need to introduce ICTs in our proposal. We will be needing a medium to play the series, either a streaming platform (Netflix, Google Play, YouTube, etc.) or a DVD.

Moreover, we will need a projector, a computer and speaker. For the activities we will use online platforms such as Canva or Genial.ly, which allows the teacher to create appealing and interactive activities for the students.

Besides this main methodology, we will also be using Flipped Classroom (FC). We have decided to introduce this as it will help students to learn a bit more about the series before watching the episodes and it will provide them with background about the characters, culture or story of each episode and with information that they will require for the development of the activities. In order to do FC, we will be using some ICTs such as Google Sites as we think is a very useful and interactive tool.

5.6. Timing

The idea behind this proposal is to watch an episode and do the corresponding activities once each semester. The idea is to do it at the end of the semester as a way of revising all the content they have learned during it. The number of sessions varies from episode to episode. For example, for the first episode we have decided to use 4 sessions and for the other two we will dedicate 3 sessions. However, thanks to the flexibility of this proposal teachers can either expand or cut the number of sessions they want to dedicate to this activity.

5.7. Proposed activities

As we have previously mentioned, for this didactic proposal we will be using three different episodes that will be played at the end of each semester. We have selected these episodes because they deal with different contents and talk about topics related to culture and interdisciplinary. We have planned that watching an episode and doing the proposed activities will take us between 3 and 4 sessions. Due to the difference in content between the episodes, we are going to propose different activities for each episode. We will also create a timeline of the sessions in order to explain what will be done in each one of them.

Prior to the viewing of the episodes, we will provide the students with some background about the them and the whole series. Our idea is to do a Flipped Classroom in which we will give the students a reading containing vital information about the series so they know what is about. For that we will use the

online platform called Google Sites. In fact, we have created a Google Sites page as a preview of what the students will see during the development of this proposal (<https://sites.google.com/view/thetardis/the-tardis>). Therefore, students will be asked to look at this site and read the information related to the series in general and with the episode at hand.

5.7.1. 1st Term: *The Unicorn and the Wasp*

- Synopsis

This is the 7th episode of the 4th season of *Doctor Who* with an approximate duration of 45 minutes. The Doctor and his companion Donna Noble travel back in time to the 1920s and attend to a party. There they meet one of the most important English novelists, Agatha Christie, who is one of the guests. However, they cannot just stay there and chat because there has been a murder in the house that needs to be solve. Therefore, the Doctor and Donna partner up with Agatha Christie to solve the case and apprehend this unusual murderer.

Before moving on to the activities, as the episode is about a murder mystery, we have decided to create our own mystery. The idea is to create a guiding thread for the activities that resembles that of the episode, which is the solving of a murder. They will be asked to help inspector Hercule Poirot in his new case and the different tasks they will be asked to do during the week will provide them with clues to solve the case. The main goal is that students put into practice their language skills and that they learn more about different elements that have appeared on the episode. We have decided to create a mystery in order to keep them motivated, so if they do not solve the case it does not matter as long as they have performed well during the activities.

In order to solve the case, students will be divided in groups, if the class has 25 students (which is the usual ratio of students per class) there will be 5 groups of 5 students each. The groups will be formed by the teacher and will be balanced so those students with some difficulties will have the help of those more advanced. That way we hope to promote group work and collaboration between the students in order to carry out the activities and solve the case.

- Justification

We have decided to use this episode because it can help students in various aspects. First of all, they will get familiarized with the figure of Agatha Christie and some of her novels. This will help students to know more about English literature and about one of the most important female novelists of the 20th century. The episode is set in the 1920s, so the students will learn about the speech of that period and about some concrete cultural references.

- Students' distribution

During the activities we have designed, students will be organized in two different ways. During the first sessions, as the students will be asked to watch the episode carefully and then answer some questions, they will do this individually. For the rest of the sessions, as the students are asked to solve a case, we will divide them into 5 groups of 5 members each (as we have created a hypothetical classroom where there are 25 students).

- Organization

Here, we have a table that explains the time distribution of and the activities that will be done in each of the sessions:

ORGANIZATION			
	Content	Skills	Materials
1st session	Viewing of the <i>Doctor Who</i> episode <i>The Unicorn and the Wasp</i> (45') and round of questions (10').	Oral comprehension Oral production Written comprehension	Computer Projector
2nd session	Fill in the blanks with fragments of the episode's script and solve the sentence (25'). Who is who (30').	Written comprehension Vocabulary acquisition Oral production	Canva Printed sheets
3rd session	Write a composition about a character (35'). Guess the character from other groups (20').	Written production Written comprehension	Canva Printed sheets
4th session	Discussion between the members of the group (15'). Creation of a report solving the case (40').	Oral production Written production Vocabulary acquisition Oral comprehension	Canva Printed sheets

- Development

- Session 1:

During this first session we will play the episode with English subtitles. We believe that in order to help students improve their comprehension and their recall of new vocabulary English subtitles are key for them. After watching the episode, which will take 45 minutes, we will dedicate the last 10 minutes to ask the students some questions about the episode and to express their opinion about it.

- Session 2:

On this session, we will divide the sessions into two activities. First, we will give students a link to a Padlet (See Annex 9.1.1.) we have created that contains vital information about the case (details of the murder, the victim, the suspects, etc.). They will have to look it at home in order to be able to solve the case taking into account this information and the one they extract from the activities. After that, we will do a fill in the blanks activity that focuses on vocabulary acquisition and written comprehension (See Annex 9.1.2.). Here, students will receive some cards containing different fragments of the script of the episode and other containing several words or expressions that are missing in the script. The goal is that, in groups, students fill in the blanks with the words provided and that they organize the script in the right order. They will also notice that on the corner of the script's cards there are some words written. If they organize the script in the right order they will get a sentence that would be a clue to solve the case. For this activity students will have the first 25 minutes of the session. The remaining 30 minutes will be dedicated to an activity that focuses on oral production and comprehension. We will do a who is who game (See Annex 9.1.3.). Students will put a card on their forehead without looking at it. On the card there will be a picture of one of the episode's character and its name. The characters will be: the Doctor, Donna Noble, Agatha Christie, Reverend Golightly and Professor Peach. The goal is that the students ask questions to the other members of the group in order to try to guess the character they have.

- Session 3:

On the following session, we will focus on a writing activity. This time each group will receive a sheet of paper containing vital information about different English writers such as Agatha Christie, Charles Dickens, Enid Blyton, Arthur

Conan Doyle and Mary Shelley (See Annex 9.1.4.). The goal of the activity is that each group writes a description of the writer with the information provided. Here we want students to work on passive voice, adjectives and relative clauses, as well as vocabulary. In order to ensure that every member of the group writes something, we will give a lot of information and we will ask students to write at least three sentences. Once the groups are done with their descriptions they will hand it to the teacher. Then, she or he will hang the descriptions on the wall of the class and the groups will stand up, read the descriptions of the other groups and try to guess the writer. After that, we will check the answers by asking the students to say why they decided to match a certain character to one of the descriptions. At the end, the teacher pretending to be inspector Hercule Poirot will give them another clue to help them solve the case.

➤ Session 4:

On the final session, we will work on some of the expressions and terms that were mentioned during the episodes such as: *flapper*, *to be on the other bus*, *to be on the loose*, *to take a stroll*, *to crack the case*, etc. Here, students must discuss among themselves who they think is the murderer and solve the case (See Annex 9.1.5). For that they will not only talk among themselves, they will also have to write each member of the group a report explaining who is the murder, why he did it and how he did it. They will have to introduce some of the expressions mentioned above and they will use the vital information about the case they have discovered throughout the tasks and the one that was provided at the beginning through Padlet. At the end, students will hand their report to the teacher. Lastly, the teacher (pretending to be inspector Hercule Poirot once again) will explain the mystery to the students, so they know if they were right.

5.7.2. 2nd Term: *The Zygon Invasion*

- Synopsis

This is the 8th episode of the 9th season of *Doctor Who* and it is related to the 7th episode of this season. Even though the story is divided into two episodes, we believe that students will have no problems in following the storyline thanks to the information provided in the Google Sites page. The Doctor with the help of Petronella Osgood, an employee of U.N.I.T., will have to try to stop the invasion

of the Earth by an alien species called the Zygons. Moreover, the situation is trickier than it seems because the Zygons can transform into any creature including humans. In fact, they have already captured Clara, the Doctor's companion, and transform into her. That is why they must solve this situation and stop the war from happening.

- Justification

We have decided to use this episode because unlike the previous one it deals with an ethical and social topic. As this revolves around the idea of an invasion that could end up in a war, the students will get familiarized with the costs of a war, its consequences, its motives, a utopian world, etc. Therefore, they will get the chance to reflect on these topics. Moreover, they will also learn several commonly used expressions and new words.

- Student's distribution

During the activities we have designed, students will be organized in various ways. During the first sessions, as the students will be asked to watch the episode carefully and then answer some questions, they will do this individually. For the first activity of the second session, students will develop it on their own as it is a listening activity. During the second activity, students will be divided into two groups in order to defend opposite opinions. For the two final sessions, students will be divided into 5 groups of 5 students each as they have to create a peace proposal and expose it.

- Organization

Here, we have a table that explains the time distribution of and the activities that will be done in each of the sessions:

ORGANIZATION			
	Content	Skills	Materials
1st session	Viewing of the <i>Doctor Who</i> episode <i>The Zygon Inversion</i> (45') and round of questions (10').	Oral comprehension Oral production Written comprehension	Computer Projector
2nd session	Listening activity with a scene from the episode (25'). Debate pro and against war (30')	Oral comprehension Written comprehension Vocabulary acquisition Oral production	Canva

3rd session	Students will be divided into groups and will be asked to create a plan to stop a war (55').	Written production Oral production	Canva Google Sites
4th session	Presentation in groups of the plan designed during last session (55').	Oral production Oral comprehension	Google Sites

- Development

- Session 1:

As we did with the previous episode, we will dedicate the first session to play the episode with English subtitles. After watching the episode, which will take 45 minutes, we will dedicate the last 10 minutes to ask the students some questions about the episode and to express their opinion about it.

- Session 2:

On the next session, we will be doing two activities. First we will do a listening activity with the help of one of the episode's scene that will take us 25 minutes (See Annex 9.2.1.). As it is a listening activity, students will be asked to do it on their own. We will the scene of the episode without showing the image, just the sound. Students will be handed each some sheets containing fragments of the scene's script with some blanks. At the top of the sheet's corner, there will be a box and students will be asked to put a number to them. The goal is to put the script's fragments in the right order and fill the blanks with the words or expressions they hear. We will play the segment twice. At the end of the activity students will be asked to hand the sheets back to the teacher. On the remaining 30 minutes, we will create a debate about what they think about war, its consequences, its meaning or absent of it, etc. In order to do that we will divide the class into two groups at random: those who are in favour and those who are against it. Students will have to defend their posture, even if they do not agree with it. That way, they will put into practice their oral language skills. During this debate, the teacher will act as a moderator and will ensure that each student gets the chance to speak.

➤ Session 3:

On this session, we will ask the students to do an activity that will be divided into the last two sessions. The part they will have to do during this session, will be the creation of a Google Sites page that illustrates a peace proposal. For that, we will divide the students into 5 groups of five students each. We will present them a war situation (See Annex 9.2.2.), explain them the problems between two communities, the consequences of it, the requests of both sides, etc. With that information, students will talk among the members of their groups and try to find a solution that will help both sides and that would guarantee the peace. Once they have their ideas sorted, they will create the Google Sites page we have mentioned.

➤ Session 4:

On the last session, each group will have 10 minutes to explain their peace proposals. For the presentation, they will have to show the class the Google Sites page they have created, which contains all the vital information of the plan and explain it to the rest of the class.

5.7.3. 3rd Term: *Robot of Sherwood*

- Synopsis

This is the 3rd episode of the 8th season of *Doctor Who*. The Doctor offers Clara, his companion, to travel wherever and whenever she wants. She asks him to take her to the Sherwood forest in order to meet Robin Hood and his Merry Men. The Doctor, sceptical, takes Clara there and to his surprise they actually meet Robin Hood. With his help, they will try to defeat the evil Sheriff of Nottingham and his mysterious knights.

- Justification

We have decided to use this episode because it can help students in various aspects. First of all, they will get familiarized with the figure of Robin Hood and the adventures of the character. That way students will work on their knowledge of English culture and literature. As the story of Robin Hood takes place during a real historic period of England, students will learn about the figures of King Richard the Lionheart and King John. All these characters belong to medieval times and the students will learn certain vocabulary and expressions that are

related to that period. However, common speech is used, so students will also have the chance to learn a more up to date words and expressions.

- Students' distribution

During the activities we have designed, students will be organized in different ways. During the first sessions, as the students will be asked to watch the episode carefully and then answer some questions, they will do this individually. During the second session, we will do two activities. For the first one (a quiz), students will be organized in pairs so that they discuss their thoughts and then give a final answer. After that, students will do a reading activity individually and they will answer the question sheet that will be handed to the teacher. Finally, on the third session, students will be once again organized in pairs in order to create and alternative ending to the episode. For the final activity, we will divide the whole class into two groups in order to create a small debate.

- Organization

Here, we have a table that explains the time distribution of and the activities that will be done in each of the sessions:

ORGANIZATION			
	Content	Skills	Materials
1st session	Viewing of the <i>Doctor Who</i> episode <i>Robot of Sherwood</i> (45') and round of questions (10').	Oral comprehension Oral production Written comprehension	Computer Projector
2nd session	Quiz activity about the events of the script and the figure of Robin Hood (30'). Reading activity about the figures of Richard the Lionheart and King John (25').	Oral comprehension Written comprehension Oral production	Genial.ly Canva
3rd session	Write an alternative ending with words and expressions from the episode (30'). Debate about the morality of stealing from the rich and give to the poor (25')	Written production Oral production	Canva Printed sheets

- Development

- Session 1

During this first sessions, we will dedicate it, mostly, to the viewing of the episode of *Robot of Sherwood*. This part of the session will consume 45 minutes taking into account the preparation of the equipment required and the watching of the episode. The last 10 minutes of the session will be used to ask questions to the students about their thoughts on the episode. These two activities will be done individually.

- Session 2

Here, we will divide the session into two activities. For the first one we will dedicate 30 minutes. The goal of the activity is to organize the students into pairs and then do a quiz about the episode they have seen during the previous session (See Annex 9.3.1.). In order to create this quiz, we will use Genial.ly as it allows us to create an interactive content. Our idea is to create multiple-choice questions, fill-in questions, spot the error and questions based on soundtracks or clips extracted from the episode. Apart from this, students will be handed a sheet of answers and it would be handed back to the teacher at the end of the activity. Here, students will discuss the answer with their partners and then write the answer on the sheet of paper. In order to move on to the next question, the teacher will ask a different pair each time to give their answer. To make sure that students do not change their answers on the sheet, they will only be allowed to have one pen on the desk. For the other activity, we will dedicate the remaining 25 minutes. Here the students will do the activity individually. Each student will be handed a text and a sheet of questions (See Annex 9.3.2.). We will read the text together and then they will have time to answer the questions. At the end of the session, they will hand the sheet of questions to the teacher.

- Session 3

This final session will also be composed by two activities. During the first one, which will take 30 minutes, students will be divided into the pairs they have formed on the former session. The goal of the activity is that students create an alternative ending to the episode (See Annex 9.3.3.). To do that, they will be asked to use several expressions and words that have appeared on this same episode. The students will have the liberty to create a narration or a dialogue, or

a combination of both for their alternative ending. For the second part of the session we will dedicate 25 minutes. For this activity, we will divide the students into two groups. One of them will have to find arguments that sustain that stealing for a good reason is morally correct and the other will defend that stealing should not be done no matter the purpose. During the debate, the teacher will monitor it and will give the floor to each student at a time.

5.8. Assessment

We would like to mention first the value that this activity will have for the final mark of each semester. The exams that the students do throughout the semester will be a 70% of the final mark. Therefore, that leaves a 30% that will be divided into 10% for the activities done in class throughout the semester and 20% for this final activity. But, students must pass this activity in order to pass the semester. We believe it is important that students perform well because through this activity they are putting into practice what they have learned during the semester and showing their proficiency in the four skills.

Moving on to the assessment of the activities, we will use various tools and techniques for it. The activities we have designed focus on the four skills. As we have mentioned, it is important to master the four of them in order to master the language. That is why each skill will be a 25% of the final mark of the activity.

For the reading and listening activity, the assessment is easier as the answers are either wrong or right. Therefore, we will correct these activities and take note of the result. In order to assess the writing and speaking activities, which are more complex activities as there are various factors to take into account, we will use rubrics. In order to create them, we will use the online tool Rubric Maker (Teach4Learning, 2019), which allows you to create rubrics more easily. For the writing activities we will take into account: choice of words (30%), grammatical correctness (30%), accuracy (30%) and coherence (10%). For the oral activities we will take into account: choice of words (20%), grammatical correctness (20%), accuracy (20%), coherence (20%) and fluency (20%).

When it comes to the collaborative activities, we will use different strategies. For the oral activities, we will take notes on the students' interventions and we will focus on their individual work (50%), taking into account the same elements we have previously mentioned, and how they interact among themselves (50%).

We believe that both their individual performance and their group work have the same importance. For the written activities, we will do the same distinction between individual and group work (50% each). For their individual work we will take into account the elements previously mentioned and for their group work we will focus on: final product (40%), organization (20%), accuracy (20%) and creativity (20%).

5.9. Special needs

In order to attend to the different needs and skills of the students, we have decided to use subtitles during the viewing of the episodes. We believe that having the transcription shown on the screen along with the audio and video will help them follow the plot.

As our proposal is entirely based on tasks it is quite easy to adapt them to the students' needs. Here there are several things we can do: we can hand to any student that struggles with keeping up the rhythm a simplified version of the task, we can also check more often on them and help them progress as the teacher here will act as a guide, etc. Moreover, many of our tasks are collaborative, so students will be able to help one another and students will not get left behind. They will be able to improve thanks to peer help.

6. DISCUSSION

During our didactic proposal, we have seen how TV series can be introduced in the EFL classroom in order to work on each of the four skills. As we have mentioned before, TV series have a lot of benefits as they expose students to rich and authentic input. Moreover, TV series tend to reflect real-life situations, which serve students to see how people interact, the language they use, the intonation, gestures, etc. That is why we believe that by combining the usage of series and tasks related to this material, students will be able, not only to improve the four main skills dictated by LOMCE (2013), but they will also work on transversal competences such as cultural awareness, entrepreneurship spirit, critical thinking, etc.

What we have noted during this proposal is that even though we have aimed it to students of first year of Baccalaureate, it can be easily adapted to other levels. The reasons behind this are that *Doctor Who* is a series that is aimed for all audiences and therefore it uses simple vocabulary and sentences, commonly used expressions, facial gestures, etc. All these elements can help students of all level understand what they are watching on the screen. Other reason has to do with the activities we have created, they can be either modified in order to make them simpler for students of other levels or we can invent new ones. Moreover, the decision to play the episode with subtitles will help students with their understanding.

Other thing we would like to highlight is that by using this kind of material in the classroom, we can keep students motivated. It can sometimes be hard to gain students attention and make them feel that what they are doing has a purpose. With this, we can solve these things. There are many studies that confirm that TV series have a captivating factor that will help students in their language learning process. Moreover, the activities will make them see that watching an episode has a real purpose. Sometimes, students are exposed to audio-visual material to gain some input, but they do not understand entirely why they are watching it. For that reason, we believe that doing tasks about that material is vital because it gives them a purpose. They offer students the chance to put into practice what they have learned and memorize it better.

If we focus on the series we have selected, we believe that it can help students work on transversal content and it fosters interculturalism (elements established by LOMCE (2013)). As *Doctor Who* is closely related to English culture, students get the chance to work on interculturalism by becoming acquainted with their culture, history, customs, accents, etc. Related to this, this series help students learn more about history, social topics, art, ethics, literature, etc.

Finally, we would like to mention that this proposal can be easily included in an EFL classroom. First of all, we have decided to spend a session to watch an episode and three to two sessions to the development of the activities. However, this can be modified and teachers can dedicate as many session as they want (one for example) and propose any activity they like. Secondly, students will get the chance to work on the four skills through the various tasks we have designed. That way, students can put into practice their previous knowledge and the one they have acquired by watching the series. And thirdly, students will be excited and motivated by the introduction of something different into the classroom.

On the other hand, there are some limitations that must be taken into account in order to overcome them. First of all, we have to make an effort to find the episodes. We say this because even though we can access it through streaming platforms or the DVDs, the teacher still has to pay for this material. The good thing is that if you decide to pay a streaming platform, the prices are not high and you can access a lot of interesting TV series for teaching purposes. When it comes to the DVD, the prices are quite low, so it would not be an effort to buy it and by buying it you have the whole season, which translates into more material. Secondly, for the Flipped Classroom, there could be some students that do not have internet access at home and therefore cannot see the Google Sites pages. However, if this happen the students could go to the library to use the computers there and access the page. Thirdly, if the internet does not work one day, we could change the order of the activities and do those that do not require internet. Finally, if during the collaborative activities, the students do not get along or some students work more than others, we should be able to adapt the activities for individual work or modify all the groups again.

All in all, we believe that this is a viable proposal not only because of its benefits but also because the difficulties that may arise during its development can be easily overcome.

7. CONCLUSIONS

The development of this Master's thesis has served to demonstrate that innovation and teaching are linked. Throughout the years, many studies have tried to see the effects of different audio-visual materials as innovation sources in the EFL classroom. Among all these materials, this study demonstrates that the use of TV series, specially of *Doctor Who*, combined with the proper activities can be considered a convenient innovative resource to develop the different skills, competences and motivation in EFL classroom.

Along this project, we have seen that in order to create a substantial proposal we had to know what audio-visual materials meant in itself and what they meant as teaching materials. We have discovered that they are not only useful because they motivate students, but because they provide a vast and rich source of authentic input. Moreover, this material allows your creativity to go free because of the variety of audio-visual materials there are (films, TV series, Flash Stories, etc.) and the different activities you can create around them for different purposes such as vocabulary acquisition, learning grammatical structures, etc.

When it comes to TV series, we have discovered that we can reduce the time we have to dedicate to the viewing of the material. We can watch it in one session, unlike films which will take us at least two sessions. Moreover, we have noticed that not many authors have investigated their effects on students. The majority of them have decided to use sitcoms as the situations are usually easy to understand. However, we wanted to offer something different to the students. We believe that cultural references and jokes in sitcoms can sometimes be frustrating and can make the students lose interest in them. That is why we came up with the idea of using a family series. From a didactic point of view, students would be exposed to sentences and vocabulary appropriate for any level. Moreover, we concluded that thanks to the close link of the series with culture, history, art, etc. students would have the chance to work on interculturalism and on transversal content.

The creation of a didactic proposal has made us think about the goals of creating certain tasks. It is important to bear in mind what your purpose is in order to create something useful and entertaining. Moreover, we got the chance to get creative with the activities and the ICTs we used (such as Canva, Google Sites,

Padlet or Genial.ly), but also take into account some constraints such as the curriculum established by LOMCE (2013), the time in class, students' needs, etc. But most importantly, it has made us realize that it could be easily used in any class or level and would help students work on the four main skills, as well as work on other elements established by LOMCE (2013) such as critical thinking or interculturalism, which are as important as them.

There are several things I have learned with the development of this project. Even though we must take into account what LOMCE (2013) dictates, there is a lot of things we can do inside the classroom, the key is to think a bit further. We should always try to create something different and entertaining for our students in order to improve their learning experience. It has also served me to be critical with what I do. It is always easy to think that you have done it well, but you have to put on your students' shoes and see if that would help them, as well as motivate them. Because something has to be learned, it does not mean that it has to be boring and we should make sure that our students know that. Lastly, it has helped me to comprehend that in order to become a good teacher, we should always keep ourselves informed. There are always new methods, strategies, material... that come up and it is our duty to know them and see which one fits better our students' needs. That way we can ensure our students' learning.

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9. ANNEXES

9.1. ANNEX 1: 1st Term: *The Unicorn and the Wasp*







9.1.1. Padlet

Link: https://padlet.com/lia_cillero/murdermystery



padlet

Case 4506: Murder of Mary Smith

As officers of Scotland Yard you are asked to help Inspector Hercule Poirot in this case.

Inspector Hercule Poirot	Details of the case	The Victim	Suspect 1	Suspect 2	Suspect 3
 <p>The most famous Inspector has been asked to help Scotland Yard in their last case. Hercule Poirot is a Dutch inspector, who is very fond of his moustache. His appearance may seem funny, but he is one of the greatest minds of the 20th century. There is not one who he does not notice and his deductive powers are his main allies. However, he has asked Scotland Yard to have the assistance of some of their officers.</p>	 <p>The victim was found in her apartment with a single wound on her throat. The murder weapon was found on the bathroom. However, there were no trace of evidence on it. Witnesses confirmed that the previous night the victim received a visitor. They saw the visitor, whose genre they do not know, come in, but never come out. On the house, the officers found some letters (possible lover). They also noticed that some jewels were missing and that there were some pipe ashes.</p>	 <p>Mary Smith She was a young woman of 26 years of age. She was unmarried and used to work on a jewelry. She had a friend called Jane Crane, who was a coworker. However, Jane envied the attention Mary used to get from young men and the jewels the boss used to give her. Mary had a brother called Edward Smith, a businessman. She did not have much contact with him in the past months. She usually spend her time along at home or walking in the park. Some men used to try to talk to her but she was very shy.</p>	 <p>Aidan Sletter Possible love affair of Mary Smith. He is a married man with one daughter. He has a curious birthmark on his face and works for a newspaper. He was tired of his marriage and he met Mary by chance at the park, while playing with her daughter. He is a jealous man and quick-tempered. He seemed shocked by the news of his lover's death. However, he denied having an affair with her, although the letter found in her apartment were his.</p>	 <p>Edward Smith Brother of Mary Smith. He is a businessman for a famous import-export company. He is usually travelling due to his job. Mary and her used to be very close, but due to a recent disagreement they don't see each other anymore. He seemed devastated when he heard the news. He informed us that Mary was seeing a married man called Aidan Sletter. However, the officers discovered that after her sister died, he has inherited her part of his father fortune.</p>	 <p>Jane Crane She was a friend of Mary Smith. She works at the jewellery Mary used to work. After she was killed, she had a better salary. She seemed surprised when she was informed of the death of her friend. However, during the interrogation she mentioned how her life was better now and some jewels she would had loved to have, but her boss gave them to Mary.</p>

9.1.2. Fill in the blanks

CATCH FIND THE	PERSON YOU TO
 <p>- Now, milady, what about the special _____ you promised us?</p> <p>- Here she is. A lady who needs no _____.</p> <p>- No, no, please don't. Thank you, Lady Eddison, but, _____, there is no need.</p> <p>- Agatha Christie.</p> <p>- What about her?</p> <p>- That's me.</p> <p>- No. You're kidding. Agatha Christie. I was just _____ about you the other day. I said, "I bet she's brilliant". I'm the Doctor, this is Donna. Oh! I love your stuff. What a _____. You fool me every time. Well, almost every time. Well, once or _____. Well, once. But it was a good once.</p>	 <p>- _____ should call the police.</p> <p>- You don't have to. Chief Inspector Smith, from Scotland Yard, known as the _____. Miss Noble is the plucky young girl who helps me out.</p> <p>- I say.</p> <p>- Mrs Christie was _____.</p> <p>- Go into the sitting room. I will _____ each of you in turn.</p> <p>- Come along, do as the Doctor says. Keep the room _____.</p> <p>- "The plucky young girl who helps me out?" No _____ in 1926. I'll pluck you in a minute.</p>



WITH THE IF

- For some _____, this one's behaving like a character in one of your books.

- Come on, Agatha, what would Miss Marple do? She'd have _____ something vital by now, because the murderer thinks she's just a harmless old _____.

- Clever idea. Miss Marple, who writes those?

- Copyright Donna Noble. Add it to the _____.

- Donna.

- Okay, we could split the _____.

- No. Something's inhibiting my enzymes. I've been _____.




SPOTS KILLER WANT

- I've called you here, on this _____ night, because we have a murderer in our midst. And when it comes to detection, there's none finer. Ladies and _____, I give you Agatha Christie.

- This is a crooked house. A house of _____. To understand the solution, we must examine them all. Starting with you, Miss Redmond.

- But I'm _____, surely.

- You've never met these _____ people. And these people have never met you. I think the _____ Robina Redmond never left London. You're _____ her.



LIST OF WORDS

1

- Mind
- Honestly
- Guest
- Talking
- Twice
- Introduction

2

- Someone
- Undisturbed
- Question
- Policewoman
- Right
- Doctor

3

- List
- Reason
- Lady
- Overheard
- Poisoned
- Copyright

4

- Innocent
- Gentlemen
- Impersonating
- Real
- Endless
- Secrets

9.1.3. Who is who





Who am I?



Who am I?



Who am I?

9.1.4. Guess Who

Pictures of the characters and descriptions:



GENERAL INFORMATION

Full name: Agatha Mary Clarissa Miller

Birth: 15 September, 1890, Torquay

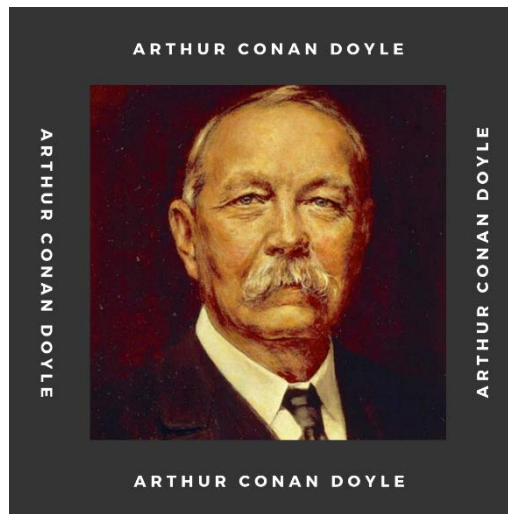
Death: 12 January, 1976, Wallingford

Nationality: British

Occupation: Writer

KEY EVENTS

- As a young girl she was timid and used to prefer playing with her imaginary friends rather than with dolls.
- During World War I, she worked as a nurse in a hospital.
- During this job, she wrote her first mystery novel "The mysterious affair at styles".
- The most famous characters of her novels are inspector Hercule Poirot and Miss Marple.
- She got married to Archibald Christie, but they got divorced.
- After her divorce, Agatha disappeared and was found 11 days after in a hotel with amnesia. She recovered with psychiatric help.
- Her novels have been translated to 103 languages.



GENERAL INFORMATION

Full name: Arthur Ignatius Conan Doyle

Birth: 22 May, 1859, Edinburgh

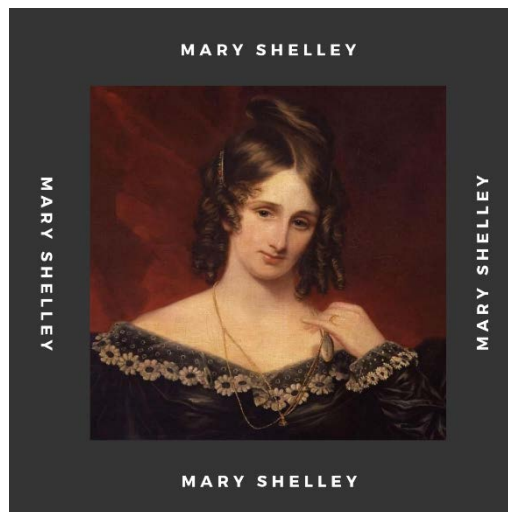
Death: / July , 1930, Crowborough

Nationality: British

Occupation: Writer

KEY EVENTS

- He studied in the University of Edinburgh and worked as a naval doctor.
- He was initiated into Masonry.
- A study in scarlet is the first novel featuring Sherlock Holmes.
- The idea of the character of Sherlock Holmes came out of one of his university professors who was skilled in deductive thinking.
- Doctor John Watson is the companion of Sherlock Holmes and the narrator of the adventures and Professor Moriarty is his enemy.
- During World War I, his son died and that turned Arthur Conan Doyle into a defender of spiritism.
- Some of his most famous novels are The hound of the baskervilles or The sign of the four



GENERAL INFORMATION

Full name: Mary Wollstonecraft Godwin

Birth: 30 August, 1787, London

Death: 1 February, 1851, London

Nationality: British

Occupation: Writer

KEY EVENTS

- Her mother was the feminist Mary Wollstonecraft
- When she was younger, she used to spend a lot of time in St Pancras graveyard.
- At the age of 16, she began a relationship with the poet Percy Shelley, who was married.
- They got married in 1816, when Shelley's previous wife killed herself.
- She wrote one of her most famous novels, Frankenstein or the modern Prometheus, due to a bet with Lord Byron.
- The author got the idea of Frankenstein from a nightmare she had when she was 18 years old.
- This novel is considered as one of the most important horror books of all time.
- She died of a brain tumor while she was sleeping.

9.1.5. Final Report

SCOTLAND YARD

WEEKLY REPORT

CASE 4506: MURDER OF MARY SMITH

OFFICER:

DEPARTMENT (CLASS)

WEEK

TASKS COMPLETED

EXPRESSION TO USE

- BE ON THE LOOSE
- IN OUR MIDST
- TO CRACK THE CASE
- TO BE THE DEATH OF SOMEONE
- TO KEEP SECRET
- TO SOMEONE'S AMUSEMENT

VOCABULARY

- GUILTY
- INNOCENT
- THIEF
- KILLER
- JEWELS
- MURDER

9.2. ANNEX 2: 2nd Term: *The Zygon Inversion*

9.2.1. Listening activity



“

So, let me ask you a _____ about this brave new world of yours. When you've killed all the bad guys, and when it's all perfect and just and _____ when you have finally got it exactly the way you want it, what are you going to do with the people like you? The _____. How are you going to protect your glorious revolution from the next one?

We'll win.

Oh, will you? Well, maybe maybe you WILL win! But nobody wins for _____. The wheel just keeps turning. So, come on. Break the _____.

Why are you still talking?

Because I want to get you to see, and I'm almost there!

You know what I see, Doctor? A _____
A box with everything I need. A 50% chance.



“

Listen to me. Listen. I just I just want you to think. Do you know what thinking is? It's a _____ word for changing your mind.

I will not change my mind.

Then you will die _____. Alternatively, you could step away from that box, you can walk right out of that door and you could stand your _____ down.

No! I'm not stopping this, Doctor. I started it. I will not stop it. You think they'll let me go, after what I've done?

You're all the same, you _____ kids. You know that? "Look at me, I'm unforgivable." Well, here's the unforeseeable. I _____ you after all you've done. I forgive you.

You don't _____. You will never understand.

I don't understand?



“

For us, _____

And we're off! Fingers on _____! Are you feeling lucky? Are you ready to play the game? Who's going to be quickest? - Who's going to be luckiest?

This is not a game!

No, it's not a game, _____, and I mean that most sincerely.

Why are you doing this?

Yes, I'd quite like to know that, too. You set this up -- why?

Because it's not a game, Kate. This is a scale model of _____. Every war ever fought, right there in front of you. Because it's always the same. When you fire that first shot, no matter how right you feel, you have no idea who's going to die! You don't know whose children are going to scream and burn! How many hearts will be broken! How many lives shattered! How much _____ will spill until everybody does until what they were always going to have to do from the very beginning -- sit down and _____



“

Are you _____? Me? Of course I understand. You mean, you call this a war? This funny little thing? This is not a war! I fought in a bigger war than you will ever know. I did _____ things than you could ever imagine. And when I close my eyes, I hear more screams than anyone could ever be able to _____! And do you know what you do with all that pain? Shall I tell you where you put it? You hold it _____ till it burns your hand, and you say this No-one else will ever have to live like this! No-one else will have to feel this pain! Not on my _____! Thank you.

I'm sorry.

I know. I know, _____.

9.2.2. War situation

Link: <https://view.genial.ly/5d0f9ce9f0365d0f639e0608/interactive-content-imagen-interactiva>



9.3. ANNEX 3: 3rd Term: *Robot of Sherwood*

9.3.1. Quiz

Link: <https://view.genial.ly/5d0fa53d466bcf0f69271c02/learning-experience-challenges-robot-of-sherwood-quiz>



9.3.2. Reading

Sheets for the reading:



**Richard the Lionheart
and King John**

Lionheart

Richard (1189-99) is known to history as "Coeur de Lion", or Lionheart, because of his bravery in battle. He was without a doubt a great warrior, but he was a very poor king for England. In his ten year reign he spent only ten months in England, and that only to raise money for his foreign wars. He fought brilliantly and cruelly in the Third Crusade, and was captured on his way home by a personal enemy, Leopold of Austria. King John was reluctant to pay the ransom, and it was left to the Dowager Queen Eleanor, and Hugh Walter, the Archbishop of Canterbury, to raise the required 60,000 pounds to free Richard from his captivity. Richard was freed only to die a short time later fighting in France. Richard's later popularity rests as much on romantic wishful thinking as it does on facts. During his reign, however, the first known merchant guild was founded, in 1193. The guilds were to play a major role in medieval society, as we shall see.

"King John was not a Good King..."

Whereas Richard exhibited little interest in his responsibilities as a king, John (1199-1216) exhibited too much. A bad press over the years has portrayed him as a villain, and the sad truth is that John was really not a very good king. He was greedy, a poor administrator, and a poor warrior. In 1204 he lost all the lands north of the Loire to Philip of France. This had the effect of severing the Norman aristocracy of England from their continental possessions. They were forced to turn all their energies and attention to England, where they began to flex their muscles.

The Magna Carta

The rebellious attitude of the great barons led to inevitable confrontation with John. In 1215 the barons were powerful enough to force John to sign the Magna Carta (Great Charter).

Contrary to later opinion, the Magna Carta was not an outline of universal freedom and democracy. It was a document which bound the king to observe common law and tradition, particularly where it affected the rights and privileges of the nobility. It put the crown directly under the thumb of the law, rather than vice versa, as John would have it. It did have several clauses that were later interpreted in ways that led to a definition of democratic freedom and the rights of the individual under law. It is rightly regarded as the basis of the modern English constitution, but at the time it was little more than a power grab by the barons. John tried to repudiate the Charter as soon as he was out of the barons' control. Their struggle continued until the following year when John died after bingeing on peaches.



Question sheet:

ANSWER THE FOLLOWING QUESTIONS

1. Why was King Richard nicknamed "Lionheart?"

- a. Because his coat of arms was a lion.
- b. Because he fought against a Lion
- c. Because of his bravery in battle.

2. What happened during King Richard's reign?

- a. People starved to death because of the many wars.
- b. He fought against Leopold of Austria and killed him.
- c. The first merchant guild was created in 1193.

3. According to the text, King John was not a good king because:

- a. He lost many lands in France.
- b. The press portrayed him as a bad king, although that was not true.
- c. He was greedy, a poor administrator and a bad warrior.

4. What was the Magna Carta?

- a. A document that established that King John had all the power over English affairs.
- b. A document that established that King John had to obey common law when it came to the rights of the nobility.
- c. A document that established that the nobility could rule as it pleased them.

9.3.3. Alternative ending



USE THESE WORDS AND CREATE AN

ALTERNATIVE ENDING

Get creative!

WITH THE FOLLOWING EXPRESSIONS AND WORDS THAT HAVE APPEARED DURING THE EPISODE CREATE AND ALTERNATIVE ENDING. YOU DO NOT HAVE TO USE ALL THE WORDS PROVIDED. BUT, YOU MUST USE AT LEAST 8 OF THEM



Expressions

- Someone's choice
- To made up something
- No such thing as...
- Works every time
- It is a shame to...
- To give up
- To make someone fly
- To have a chance
- Lull someone into something
- There is a bright side
- To know the drill
- To take something out of someone
- Let it not be said that...
- To have the situation in hand



Words

- Damsel
- Outlaw
- Disappointment
- Trick
- Sonic screwdriver
- Sompanion
- Sword
- Hologram
- Contest
- Spaceship
- Archer
- Bow and arrow
- Enlightenment
- Orbit